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ABSTRACT

Developed for use with the PATHWAYS ABE (Adult Basic Education) and Pre-GED (General Educational Development) Curriculum, a scope and sequence of reading and writing skills, or continuum, was designed with tasks of both educator and Indian Adult learner in mind. The continuum introduces individual skills at students' entry proficiency levels and reinforces skills at subsequent levels. A student who displays competency in all the skills listed will be ready to enter a GED-level preparatory program or to function in an office or other urban setting in which reading and writing skills are needed. Intended for Indian students who have reading and writing skill levels ranging from third through eight grade, the continuum is divided into six levels: ABE Levels I-III and Pre-GED Levels I-III with a listing of skills and objectives of lessons in each unit. Before instruction begins, it is recommended that a thorough, reliable skill-referenced test, such as the McGraw-Hill TABE Test, be administered to students. Individual plans of study are then prepared for students using the PATHWAYS ABE and Pre-GED workbooks or commercial materials. The continuum may also be used as a student tracking system by checking off each skill as it is mastered. (ERB)

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PATHWAYS

A Continuum of Reading and Writing Skills

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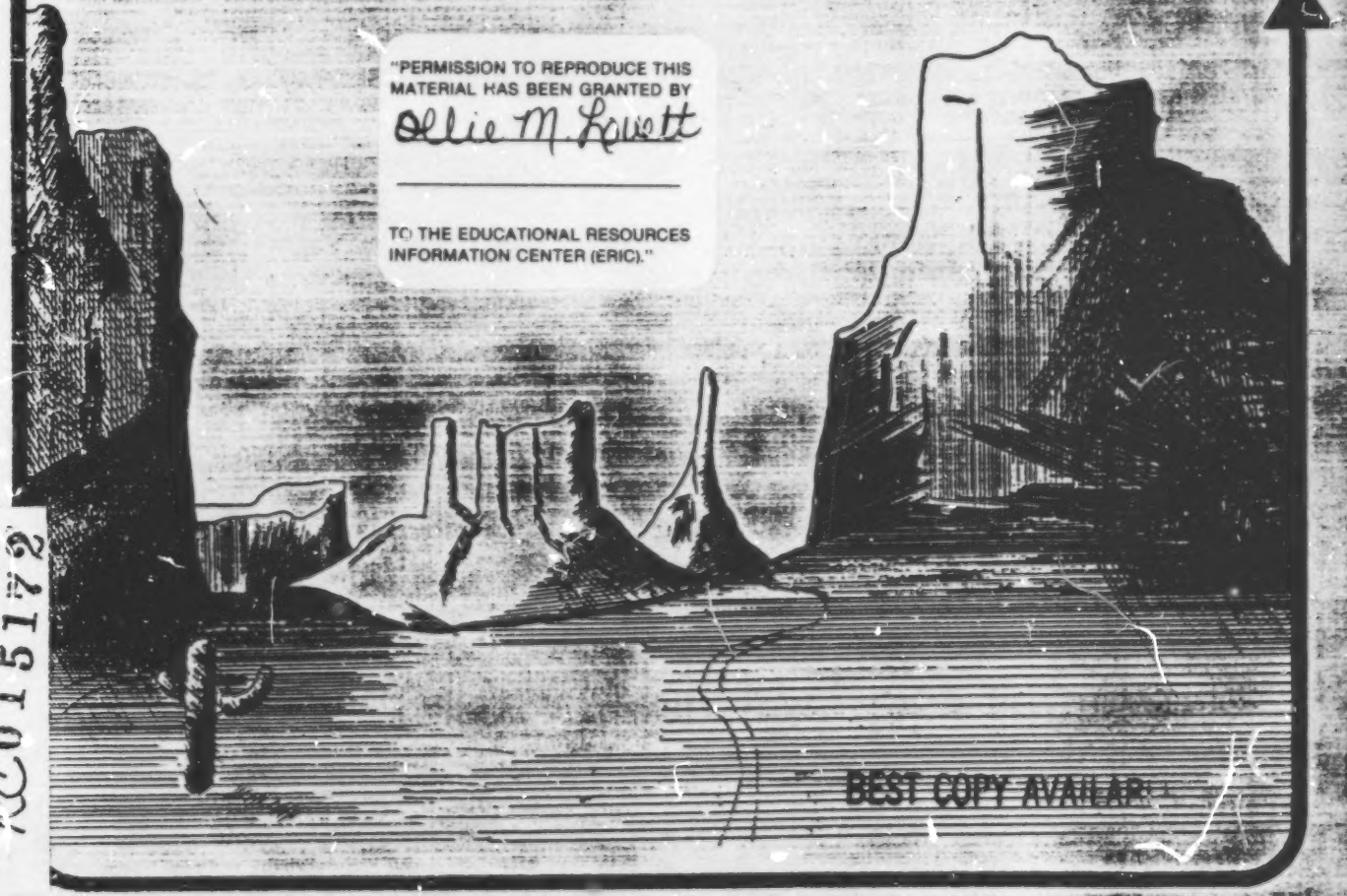

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PATHWAYS

A Continuum of Reading and Writing Skills

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TO THE TEACHER

Learning is a process that is both logical and sequential. One can, of course, learn things randomly or by accident; however, one learns faster when instruction is developmental or systematic. It follows, then, that the most expeditious design of instruction is one that is logical and sequential. This is true for adult learners as well as for children. In addition, it is easier and more efficient for an instructor to follow a logical, sequential instructional model.

With the tasks of both educator and adult learner in mind, we have designed a scope and sequence of reading and writing skills, or a continuum, to be utilized as a suprastructure for an adult basic skills program, particularly one in which Indian adults comprise the majority or totality of students. Although this continuum may be used as a guide in other adult education programs, the choice of skills to be presented and reinforced was developed with the specific needs of the Indian student in mind.

In this continuum, the individual skills are introduced at the level at which a student should be able to handle them and are then reinforced at subsequent levels. A student who displays competency in all the skills listed herein will be thoroughly ready either to enter a GED-level preparatory program or to function in an office or other urban setting in which reading and writing skills are needed.

The continuum represents a complete and comprehensive program of study for the basic skills student in the two subject areas of reading and writing. It not only includes all the reading and writing skills a student will need to pass these two sections of the GED test, but also contains numerous other facets of a basic skills program, as well: an emphasis on practical writing, study skills, and other areas of language development.

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The developmental design process of the continuum is as follows: The skills included are based on an analysis of the reading and writing skill levels of Native American students participating in AAIC's adult education programs, as well as on the requisite skills for entry into a GED preparatory program, as identified by an item analysis of the official GED predictor tests. It was determined that the majority of students entering AAIC's and other Indian adult education programs have reading and writing skill levels ranging from the third through the eighth grade. It is for these students, for whom a GED level of study is too advanced, that this continuum is intended.

The content represents a consolidation of research into existing models from public elementary schools, Indian adult education programs, and other basic skills curricula. Numerous Indian educators were interviewed and student test results examined to determine which skills to emphasize and the order of their inclusion for the students' most successful and rapid progress through the pre-GED levels. Realizing that users with widely varying degrees of expertise in the subject matter areas will utilize this continuum, we have presented the skills, as much as possible, in terms of their practical application rather than their grammatical terminology.

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The continuum is divided into six levels, shown below. The corresponding grade levels refer to the approximate readability of the material presented at that level.

ABE Level I.	3rd grade
ABE Level II	4th grade
ABE Level III.	5th grade
Pre-GED Level I.	6th grade
Pre-GED Level II	7th grade
Pre-GED Level III.	8th grade

The continuum is also color-coded by level for each subject area (reading and writing). The color-coding corresponds to the textbooks in the PATHWAYS language arts curriculum, which is based

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on the skills contained in the continuum.

To know where to begin instruction, give the student a comprehensive placement test which indicates his reading level and also breaks down the skills he needs to work on. We recommend the McGraw-Hill TABE test, a thorough, reliable, skill-referenced test. Although it is time-consuming to give the student a rather lengthy initial test, ultimately, you will save time if you know exactly which skills the student needs to master; in this way, learning is not unnecessarily duplicated.

Once you know which individual skills the student needs to improve, you can prepare an individual plan of study, using an assortment of commercial materials or using the PATHWAYS ABE and pre-GED materials. In either case, this continuum can be used as a student tracking system by checking off each skill as it is mastered. The advantage of using the PATHWAYS workbooks is that they have been developed to teach the skills listed in this continuum; thus, you can be certain that the assignments given the student actually teach the particular skills the student needs.

You should, therefore, work through the lists sequentially, skipping those skills the student has already learned. If the student has a lot of difficulty with a particular skill at her grade level, go back to the previous level and have her work on that skill at the easier level first.

* * * * *

The two lists of skills are set up somewhat differently. In the WRITING SKILLS lists, GRAMMAR, PUNCTUATION, etc. are skills a student can master at each level; therefore, after a skill has been introduced and reinforced several times, it is dropped from the list. A new skill is indicated by the word "teach" and a reinforced skill by the word "review." A skill to be taught assumes that the student has probably not seen this skill before; whereas, at the review levels, it is assumed the student will be able to work relatively quickly through the skill.

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In the list of READING SKILLS, however, some *skills areas* (i.e., VOCABULARY and COMPREHENSION) cannot be "mastered" in the same way that grammar and usage rules can. Comprehension, for instance, goes on at any level of reading, and the student continues to use the same comprehension skills whether he is reading at a fourth or tenth grade level. It is only the reading material that becomes more difficult. Thus, in this list, nearly all the skills are preceded by the word "teach," because the same skills are taught at succeeding levels.

One final word about the use of this continuum. In the two lists, it is not necessary to teach the *skills areas* in the order they are presented. (In writing, the *skills areas* are PARTS OF SPEECH, SENTENCE STRUCTURE, WORD ANALYSIS, etc.) In fact, it is suggested that you interweave different *skills areas* throughout the instruction to provide variety and motivation for the student. For example, you might find it expedient to teach certain punctuation skills concurrently with paragraph writing. However, within the writing *skills areas*, the individually listed skills should be taught in the order they appear on the list. (*Individual skills* are the specific skills listed within each *skills area*.) This is because, lower-order writing skills are presented before higher-order writing skills. The student would, of course, need to be competent in a lower-order skill before embarking on a higher-order one. Again, do not require the student to work through a skill she has already shown to have mastered.

* * * * *

The goal of this continuum is the student's satisfactory application of reading and writing skills; the purpose is to provide the teacher with a logical scope and sequence of skills to be introduced and reinforced. It is the hope of the writers that the continuum will assist the teacher in implementing a complete and systematic reading and writing curriculum which provides the student with those skills necessary to communicate effectively and easily.

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READING SKILLS

ABE Level I

I. *WORD ANALYSIS*

A. Teach consonant blends and digraphs

B. Teach vowel digraphs and diphthongs

C. Teach final "e" rule

D. Teach common word endings

E. Teach prefixes and suffixes

F. Teach contractions with not

G. Teach alphabetizing to 2 letters: *ac, ag, etc.*

II. *VOCABULARY*

A. Teach sight word vocabulary

B. Teach compound words

III. *COMPREHENSION*

A. Teach following directions

B. Teach sequencing

C. Teach identifying the main idea: stated

D. Teach drawing conclusions

IV. *VERBAL SKILLS*

A. Teach correct intonation and phrasing

B. Teach putting accent on correct syllable in two-syllable words

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READING SKILLS

ABE Level II

I. *WORD ANALYSIS*

A. Teach consonant blends and digraphs

B. Teach vowel digraphs and diphthongs

C. Teach common word endings

D. Teach common prefixes and suffixes

E. Review contractions with not

F. Teach contractions: *I'll, you've, he's, etc.*

G. Teach alphabetizing to 3 letters: *abl; abn, etc.*

II. *VOCABULARY*

A. Teach sight word vocabulary

B. Teach compound words

C. Teach using context clues

D. Teach synonyms and antonyms

III. *COMPREHENSION*

A. Teach following directions

B. Teach sequencing

C. Teach identifying the main idea: *stated*

D. Teach recognizing supporting details

E. Teach drawing conclusions

F. Teach identifying cause and effect: *stated*

IV. *STUDY SKILLS*

A. Teach use of dictionary: *entries; guide words*

B. Teach reference skills: *table of contents; index; glossary*

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V. *VERBAL SKILLS*

A. Teach correct phrasing and intonation with questions and exclamations

B. Teach putting accent on correct syllable in two-syllable words

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READING SKILLS

ABE Level III

I. *WORD ANALYSIS*

A. Teach root words

B. Teach common prefixes and suffixes

II. *VOCABULARY*

A. Teach compound words

B. Teach using context clues

C. Teach synonyms, antonyms, and homonyms

III. *COMPREHENSION*

A. Teach following directions

B. Teach sequencing

C. Teach identifying the main idea: *stated*

D. Teach recognizing supporting details

E. Teach drawing conclusions

F. Teach identifying cause and effect: *stated*

G. Teach distinguishing between fact and opinion

IV. *STUDY SKILLS*

A. Teach use of dictionary: *alphabetical order; entries; guide words*

B. Teach reference skills: *table of contents; index; glossary*

C. Teach map and graph reading

V. *VERBAL SKILLS*

A. Teach correct phrasing and intonation with questions, exclamations, quotations

B. Teach putting accent on correct syllable in two- and three-syllable word.

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READING SKILLS

Pre-GED Level I

I. *WORD ANALYSIS*

A. Teach alphabetizing to 4 letters: *argo; argu*

B. Teach syllabication: *4 syllables*

C. Teach prefixes, suffixes, and root words

II. *VOCABULARY*

A. Teach using context clues

B. Teach synonyms, antonyms, and homonyms

III. *COMPREHENSION*

A. Teach identifying the main idea: *stated and implied*

B. Teach recognizing supporting details

C. Teach sequencing

D. Teach identifying cause and effect: *stated and implied*

E. Teach drawing conclusions

F. Teach distinguishing between fact and opinion

G. Teach following directions

IV. *STUDY SKILLS*

A. Teach use of dictionary: *alphabetical order; guide words; pronunciation key; multiple word meaning*

B. Teach reference skills: *table of contents; index; glossary*

C. Teach library skills: *card catalog*

D. Teach map and graph reading

E. Teach reading time-tables, schedules

F. Teach summarizing

G. Teach reading want ads

H. Teach basic test-taking skills

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V. *VERBAL SKILLS*

A. Teach correct phrasing and intonation with questions, exclamations, quotations, commas

B. Teach putting accent on correct syllable in two- and three-syllable words

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READING SKILLS

Pre-GED Level II

I. *WORD ANALYSIS*

A. Teach alphabetizing to 5 letters: *white; whito*

B. Teach syllabication: *5 syllables*

C. Teach prefixes, suffixes, and root words

II. *VOCABULARY*

A. Teach using context clues

B. Teach synonyms, antonyms and homonyms

III. *COMPREHENSION*

A. Teach identifying the main idea: *stated and implied*

B. Teach identifying cause and effect: *stated and implied*

C. Teach drawing conclusions

D. Teach distinguishing between fact and opinion

E. Teach following directions

IV. *STUDY SKILLS*

A. Teach use of dictionary: *alphabetical order; guide words; pronunciation key; multiple word meaning*

B. Teach reference skills: *table of contents; index; glossary; encyclopedia*

C. Teach library skills: *card catalog; Dewey decimal system*

D. Teach map and graph reading

E. Teach reading time-tables, schedules

F. Teach summarizing and skimming

G. Teach parts of newspaper and reading want ads

H. Teach test-taking skills

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V. *VERBAL SKILLS*

A. Teach correct phrasing and intonation with questions, exclamations, quotations, commas

B. Teach putting accent on correct syllable in two-, three-, and four-syllable words

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READING SKILLS

Pre-GED Level III

I. *WORD ANALYSIS*

A. Teach prefixes, suffixes, and root words

II. *VOCABULARY*

A. Teach using context clues

B. Teach synonyms, antonyms, and homonyms

III. *COMPREHENSION*

A. Teach identifying the main idea: *stated and implied*

B. Teach identifying cause and effect: *stated and implied*

C. Teach drawing conclusions

D. Teach distinguishing between fact and opinion

E. Teach figurative language

IV. *STUDY SKILLS*

A. Teach reference skills: *table of contents; index; glossary; encyclopedia*

B. Teach library skills: *card catalog; Dewey decimal system*

C. Teach map and graph reading

D. Teach summarizing and skimming

E. Teach parts of newspaper and reading want ads

F. Teach test-taking skills

V. *VERBAL SKILLS*

A. Teach correct phrasing and intonation with questions, exclamations, quotations, commas

B. Teach putting accent on correct syllable in two-, three-, four-, and five-syllable words

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WRITING SKILLS

ABE Level I

I. *PARTS OF SPEECH*

A. Noun

1. Teach proper and common nouns

2. Teach singular and plural nouns

B. Pronoun

1. Teach pronoun used as a noun: *I, you, he, she, we, it, they*

C. Verb

1. Teach single verb tenses: *present, past, future*

D. Adjective

1. Teach articles: *a, an, the*

2. Teach descriptive adjectives

II. *SENTENCE STRUCTURE*

A. Teach types of simple sentences: *statement, question*

III. *PUNCTUATION*

A. End marks

1. Teach use of period at end of sentence

2. Teach use of question mark at end of sentence

IV. *CAPITALIZATION*

A. Teach use of capitals: *beginning of sentence, names of people*

V. *PRACTICAL WRITING*

A. Teach writing of simple sentences: *statement, question*

B. Teach writing of personal information: *social security number, birthplace, education, etc.*

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WRITING SKILLS

ABE Level II

I. PARTS OF SPEECH

A. Noun

1. Review proper and common nouns
2. Review singular and plural nouns
3. Teach noun used as subject
4. Teach forming possessive nouns

B. Pronoun

1. Teach pronoun used as noun: *I, you, he, she, we, it, they*
2. Teach pronouns used as question words: *who, what, which*

C. Verb

1. Review single verb tenses: *present, past, future*
2. Teach helping verbs

D. Adjective

1. Review descriptive adjectives
2. Teach adjectives indicating number: *any, all, each, some, both, etc.*

E. Adverb

1. Teach adverb as modifier of verb: *runs quickly*
2. Teach commonly misused adverbs and adjectives: *good, well, etc.*

F. Prepositions

1. Teach time word prepositions

II. SENTENCE STRUCTURE

A. Teach types of simple sentences: *statement, question, command, exclamation*

B. Teach subject and predicate: *complete and simple*

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III. *PARAGRAPH DEVELOPMENT*

A. Teach characteristics of a paragraph: *unity, topic*

B. Teach descriptive paragraph writing

IV. *PUNCTUATION*

A. End marks

1. Review use of period at end of sentence

2. Teach use of period in abbreviations

3. Review use of question mark at end of sentence

4. Review use of exclamation mark at end of sentence

B. Comma

1. Teach use of comma in a series

2. Teach use of comma after introductory words: *names of people, yes/no, etc.*

3. Teach use of comma in dates and places

C. Quotation mark

1. Teach use of question marks: *direct quotation*

V. *CAPITALIZATION*

A. Teach use of capitals: *abbreviations, organizations, places, titles of persons*

VI. *PRACTICAL WRITING*

A. Teach writing of personal notes

B. Teach writing of personal information: *work history, education, etc.*

VII. *SPELLING*

A. Teach spelling of days, months, and numbers

B. Teach abbreviation

C. Teach spelling demons

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WRITING SKILLS

ABE Level III

I. *PARTS OF SPEECH*

A. Noun

1. Review singular and plural nouns
2. Review forming possessive nouns
3. Teach collective nouns
4. Review noun used as subject
5. Teach noun used as object

B. Pronoun

1. Review pronouns as noun: *I, you, he, she, we, it, they*
2. Teach demonstrative pronouns: *this, that, these, those*
3. Teach indefinite pronouns: *somebody, anybody, someone, none, all, etc.*
4. Teach pronoun used as direct object: *me, you, him, her, us, it, them*
5. Teach possessive pronouns: *mine, yours, his, hers, ours, its, theirs*

C. Verb

1. Review single verb tenses: *present, past, future*
2. Review helping verbs
3. Teach present progressive: *she is going; I am talking*
4. Teach linking verbs: *is, am, are, were, seems, tastes, feels, etc.*

D. Adjective

1. Review descriptive adjectives
2. Teach possessive adjectives: *my, your, his, her, its, their, our*

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3. Teach demonstrative adjectives: *that, those, this, these*

4. Review adjectives indicating number: *any, all, each, some, both, etc.*

E. Adverb

1. Review adverb as modifier of verb: *runs quickly*

2. Review commonly misused adverbs/adjectives

3. Teach adverbs of time, place, degree, and manner (use of adverbs)

F. Preposition

1. Teach prepositional words and phrases

2. Review time words

G. Conjunction

1. Teach conjunctions and their use

II. *SENTENCE STRUCTURE*

A. Review types of simple sentences: *statement, question, command, exclamation*

B. Review of subject and predicate: *complete and simple*

C. Teach compound subject

D. Teach compound verb

E. Teach complete vs. incomplete sentences

III. *PARAGRAPH DEVELOPMENT*

A. Review characteristics of paragraph: *unity, topic*

B. Review descriptive paragraph writing

C. Teach "how-to" paragraph writing

IV. *PUNCTUATION*

A. Comma

1. Review use of comma in dates and places

2. Review use of comma in a series, after introductory words, in direct quotations

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B. Quotation mark

1. Review use of quotation marks: *direct quotation*

C. Underlining

1. Teach underlining in title of books and periodicals, etc.

V. *CAPITALIZATION*

A. Review use of capitals: *abbreviations, titles, organizations, places*

VI. *PRACTICAL WRITING*

A. Review writing of personal notes

B. Review writing of personal information: *autobiographical*

C. Teach story writing

VII. *SPELLING*

A. Review spelling of months, days, and numbers

B. Review abbreviations

C. Review spelling demons

D. Teach basic spelling rules

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WRITING SKILLS

Pre-GED Level I

I. *PARTS OF SPEECH*

A. Noun

1. Review collective nouns
2. Review noun used as subject and object
3. Teach mass and count nouns: *beer, men*
4. Teach noun used as indirect object

B. Pronoun

1. Review demonstrative pronouns: *that, this, these, those*
2. Review indefinite pronouns: *somebody, anybody, someone, none, all,* etc.
3. Review pronoun used as subject and direct object
4. Teach reflexive pronouns: *myself, himself, herself, itself, ourselves, yourself, yourselves, themselves*
5. Teach possessive pronouns: *mine, yours, his, hers, its, ours, theirs*
6. Teach pronoun used as indirect object

C. Verb

1. Review present progressive: *she is going; I am talking*
2. Teach present perfect tense: *I have finished*
3. Teach past perfect tense: *I had gone*

D. Adjective

1. Review articles: *a, an, the*
2. Review descriptive adjectives
3. Review possessive adjectives

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I. *PARTS OF SPEECH, CONT.*

D. Adjective, cont.

4. Review demonstrative adjectives

5. Teach comparison of adjectives: *big - bigger - biggest*

E. Adverb

1. Review use of adverbs

2. Teach adverb as modifier of adjective or other adverb

3. Teach use of negative and emphatic adverbs: *not, indeed, certainly,* etc.

4. Teach comparison of adverbs: *quickly - more quickly - most quickly*

F. Preposition

1. Review prepositional words and phrases

G. Conjunction

1. Review conjunctions and their use

II. *SENTENCE STRUCTURE*

A. Review compound subject and verb

B. Review complete, incomplete and run-on sentences

C. Teach subject-verb agreement

D. Teach verb used as adjective: *Swimming down the stream, he grew tired*

III. *PARAGRAPH DEVELOPMENT*

A. Teach characteristics of paragraph: *unity, clarity, topic and supporting sentences*

B. Review descriptive paragraph writing

C. Teach deductive method of paragraph writing: *general to specific*

D. Teach narrative paragraph writing

1. Sequencing in narrative writing

2. Dialogue in narrative writing

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IV. PUNCTUATION

A. Comma

1. Review use of comma in a series, after introductory words, in direct quotations

2. Review use of comma in a compound sentence

3. Teach use of comma with introductory phrases

B. Semicolon

1. Teach use of semicolon in a compound sentence without conjunction

C. Quotation Mark

1. Teach use of quotation marks in titles: *poems, short stories, essays, articles and chapters*

D. Apostrophe

1. Review use of apostrophe in contractions and possessives

2. Teach use of apostrophe in dates: *class of '80*

E. Underlining

1. Review underlining in titles of books and periodicals

F. Hyphen

1. Teach hyphen in end-of-line word division

2. Teach use of hyphen in two-word adjective before noun: *well-known man*

V. CAPITALIZATION

A. Review use of capitals: *abbreviations, titles, organizations, places*

B. Teach use of capitals: *languages, races, nationalities, religions*

VI. PRACTICAL WRITING

A. Teach business letter writing

B. Teach proofreading: *spelling and mechanics*

C. Teach summarizing

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VII. SPELLING

A. Review spelling of irregular plurals of nouns

B. Review spelling of irregular verbs

C. Teach spelling of "consumer" and "survival" words

WRITING SKILLS

Pre-GED Level II

I. *PARTS OF SPEECH*

A. Noun

1. Review noun used as subject and object: *direct and indirect*
2. Review mass and count nouns
3. Teach noun used as object of preposition

B. Pronoun

1. Review kinds of pronouns: *demonstrative, indefinite, reflexive, possessive*
2. Review pronoun used as subject, direct object, and indirect object
3. Teach pronoun used as object of preposition
4. Teach correct pronoun case: *subject vs. object*
5. Teach pronoun-antecedent agreement

C. Verb

1. Review present progressive tense
2. Review present perfect tense
3. Review past perfect tense
4. Teach past progressive tense
5. Teach active vs. passive voice: *He closed the door. The door was closed.*

D. Adjective

1. Review possessive and demonstrative adjectives
2. Review kinds of adjectives
3. Review comparison of adjectives: *soft - softer - softest*

E. Adverb

1. Review use of adverbs
2. Review adverb as modifier of verb, adjective or other adverb
3. Review comparison of adverbs: *fast - faster - fastest*

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I. *PARTS OF SPEECH, CONT.*

F. Preposition

1. Review prepositional words and phrases

G. Conjunction

1. Review conjunctions and their use

II. *SENTENCE STRUCTURE*

A. Review complete, incomplete and run-on sentences

B. Review subject-verb agreement

C. Review verb used as adjective

D. Teach avoidance of double negative

E. Teach parallel structure

III. *PARAGRAPH DEVELOPMENT*

A. Review characteristics of paragraph writing: *unity, clarity, topic and supporting sentences*

B. Review narrative paragraph writing

1. Dialogue in narrative writing

2. Sequencing in narrative writing

C. Review deductive method of paragraph writing: *general to specific*

D. Teach expository methods

1. Teach use of examples in expository writing

2. Teach order of importance in expository writing

IV. *PUNCTUATION*

A. Comma

1. Review use of comma in a compound sentence

2. Teach comma used with appositive: *Joan, the girl next door, is a Navajo.*

3. Review use of comma with introductory phrases

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IV. *PUNCTUATION, CONT.*

B. Semicolon

1. Review use of semicolon in a compound sentence without conjunction

2. Teach use of semicolon with sentence connectors: *however, nevertheless,* etc.

C. Colon

1. Teach use of colon to introduce a list of items

D. Quotation mark

1. Review use of quotation marks in titles: *poems, short stories, essays, articles and chapters*

E. Apostrophe

1. Review use of apostrophe in dates, contractions and possessives

2. Teach use of apostrophe with joint ownership: *Yolanda's and my room*

F. Underlining

1. Review underlining in titles of books and periodicals

G. Hyphen

1. Review use of hyphen in two-word adjective before noun

2. Teach use of hyphen with prefixes and suffixes: *ex-Senator; Senator-elect*

V. *CAPITALIZATION*

A. Review use of capitals: *abbreviations, titles, organizations, places, languages, races, nationalities, religions*

B. Teach use of capitals in poetry

VI. *PRACTICAL WRITING*

A. Review business letter writing

B. Review proofreading

C. Review summarizing

D. Teach notetaking

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VII. SPELLING

A. Review spelling of "consumer" and "survival" words

B. Review spelling of irregular verbs and irregular plurals of nouns

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WRITING SKILLS

Pre-GED Level III

I. *PARTS OF SPEECH*

A. Noun

1. Review noun functions: *subject, direct object, indirect object, object of preposition*

B. Pronoun

1. Review pronoun functions: *subject, direct object, indirect object, object of preposition*

2. Review correct pronoun case and pronoun-antecedent agreement

3. Teach relative pronouns

C. Verb

1. Review perfect and progressive tenses

2. Review active vs. passive voice

D. Adjective

1. Review kinds of adjectives

2. Review comparison of adjectives

E. Adverb

1. Review use of adverbs

2. Review comparison of adverbs

F. Conjunction

1. Review conjunctions and their use

II. *SENTENCE STRUCTURE*

A. Review subject-verb agreement

B. Review verb used as adjective

C. Review avoidance of double negative

D. Review parallel structure

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III. *PARAGRAPH DEVELOPMENT*

A. Review characteristics of paragraph: *unity, clarity, topic and supporting sentences*

B. Review narrative paragraph writing

1. Sequencing in narration

2. Dialogue in narration

C. Review use of examples

D. Review order of importance

E. Teach paragraph of contrast

IV. *PUNCTUATION*

A. Comma

1. Review use of comma used with appositive

B. Semicolon

1. Review use of semicolon with sentence connectors and in a compound sentence without conjunction

C. Colon

1. Review use of colon to introduce a list of items

D. Quotation Mark

1. Review use of quotation marks in titles

E. Apostrophe

1. Review use of apostrophe to show single and joint ownership

F. Hyphen

1. Review use of hyphen in two-word adjective and with prefixes and suffixes

V. *CAPITALIZATION*

A. Review use of capitals in proper nouns and poetry

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VI. *PRACTICAL WRITING*

A. Review business letter writing

B. Review notetaking

C. Teach writing for the want ads

VII. *SPELLING*

A. Review spelling of "consumer" and "survival" words

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